

ALTERNATE ASSESSMENT UPDATE

Talk with ADE
Oct. 30, 2015

NCSC REPORTING PORTAL

Reporting Portal Closes NOVEMBER 6, 2015

Only Alternate Assessment TCs have access to download these reports

- **The following reports will be available to download through the NCSC Reporting Portal:**
 - **Reports for the District - *District Summary Reports and Student Results File CSV*;**
 - **Reports for the School - *School Summary Reports, School Roster Reports, Individual Student Reports, and Student Results File CSV*.**

NCSC SAMPLE REPORTS: SUMMARY REPORT

CONFIDENTIAL

ncsc
National Center and State Collaborative

1 Mathematics

2 SUMMARY REPORT
Demonstration State
East Vancouver District
East Vancouver School

3

4

5

		Enrolled	Tested	Invalid	Did Not Test	Average Scale Score	Performance Level							
							Level 1		Level 2		Level 3		Level 4	
							N	%	N	%	N	%	N	%
Grade 03	State	6,000	5,000	500	250	1260	700	14	2,250	45	1,500	30	550	11
	District	350	325	0	0	1258	101	31	124	38	75	23	26	8
	School	8	6	0	2	1256	3	50	2	33	1	17	0	0
Grade 04	State	8,000	7,000	500	100	1250	1,470	21	2,030	29	2,520	36	980	14
	District	500	400	10	85	1254	176	44	176	44	24	6	24	6
	School	5	2	1	1	1258	0	0	1	50	1	50	0	0
Grade 05	State	9,000	8,000	750	100	1246	1,760	22	2,000	25	3,040	38	1,200	15
	District	275	225	10	10	1256	74	33	74	33	61	27	16	7
	School	6	3	0	2	1250	1	33	0	0	0	0	2	67
Grade 06	State	5,000	4,000	250	500	1238	400	10	1,000	25	2,000	50	600	15
	District	400	350	25	15	1240	49	14	151	43	102	29	49	14
	School	10	8	1	0	1236	2	25	2	25	2	25	2	25
Grade 07	State	6,000	5,000	500	250	1260	700	14	2,250	45	1,500	30	550	11
	District	350	325	0	0	1258	101	31	124	38	75	23	26	8
	School	8	6	0	2	1256	3	50	2	33	1	17	0	0
Grade 08	State	8,000	7,000	500	100	1250	1,470	21	2,030	29	2,520	36	980	14
	District	500	400	10	85	1254	176	44	176	44	24	6	24	6
	School	5	2	1	1	1258	0	0	1	50	1	50	0	0
Grade 11	State	5,000	4,000	250	500	1246	400	10	1,000	25	2,000	50	600	15
	District	400	350	25	15	1256	49	14	151	43	102	29	49	14
	School	10	8	1	0	1250	2	25	2	25	2	25	2	25

© 2015 NCSC. All rights reserved.

There are also CSV files for district and school level

SCHOOL ROSTER REPORT



National Center and State Collaborative

CONFIDENTIAL

SCHOOL ROSTER REPORT

Demonstration State
East Vancouver District
East Vancouver School
Grade 03

		English Language Arts						Mathematics					
	Enrolled	Tested	Avg. Scale Score	P1(%)	P2(%)	P3(%)	P4(%)	Tested	Avg. Scale Score	P1(%)	P2(%)	P3(%)	P4(%)
State	1031	1007	1246	12	27	45	15	1013	1237	15	50	28	6
District	48	48	1250	13	17	46	25	47	1246	11	30	49	11
School	20	20	1237	20	30	50	0	20	1235	20	50	30	0

Spring 2015

Student Name Student ID	English Language Arts				Mathematics				Writing Prompt		
	Test Status	State Compare	Scale Score	Performance Level	Test Status	State Compare	Scale Score	Performance Level	Trait 1 Score	Trait 2 Score	Trait 3 Score
Anderson, Kelly 12345678	ESR	-	1200	Level 1	ESR	-	1200	Level 1	B	B	B
Baxter, Jon 11345678		=	1250	Level 3		+	1251	Level 3	0	0	1
Colarusso, Patti 22345678	ESR	-	1200	Level 1	ESR	-	1200	Level 1	B	B	B
Carlisle, Bethany 13345678		-	1214	Level 1		-	1209	Level 1	B	B	B
Flanders, Richard 33345678		+	1253	Level 3		=	1239	Level 2	B	B	B
Garmin, Smythe 14345678		=	1242	Level 2		-	1228	Level 2	B	B	B
Hoodroe, Janice 44345678		+	1253	Level 3		+	1264	Level 3	0	0	1
Lintel, Shawnee 15345678		+	1264	Level 3		+	1262	Level 3	1	2	1
Monro, Brandon 55345678		-	1236	Level 2		=	1239	Level 2	B	B	B
Noonan, Grant 16345678		-	1239	Level 2		-	1230	Level 2	B	B	B
Pierce, Daniel 66345678		+	1253	Level 3		=	1241	Level 2	0	0	0
Williams, Lillian 17345678		+	1264	Level 3		+	1258	Level 3	0	0	0

State Comparison Key

- Performance is lower than state average
- = Performance is similar to state average
- + Performance is greater than state average

INDIVIDUAL STUDENT REPORTS

ADE has already sent hard copies of the Student Reports to all LEAs



National Center and State Collaborative

Spring 2015 English Language Arts and Mathematics Results for Grant Noonan | East Vancouver School | Grade 03

Dear Parents and Guardians,

This report shows your child's scale score and performance level for the 2015 National Center and State Collaborative (NCSC) Alternate Assessment in Mathematics and English Language Arts (ELA).

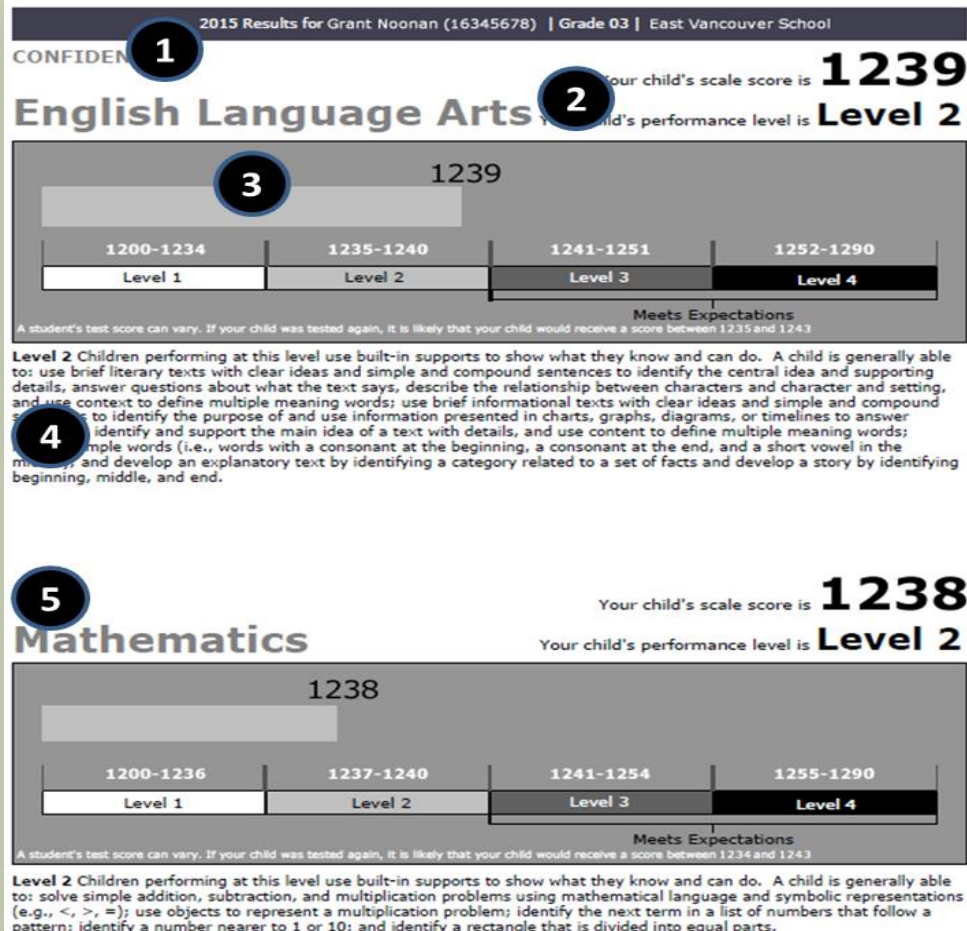
The NCSC alternate assessment, developed by a group of states and national organizations, is your state's online alternate assessment for Mathematics and ELA for grades 3 - 8 and 11. The NCSC Alternate Assessment is designed to assess students with significant cognitive disabilities and measures academic content that is aligned to and derived from your state's content standards. The test contains many built-in supports that allow students to take the test using materials they are most familiar with and to communicate what they know and can do as independently as possible. These are some of the built-in supports found in the NCSC Alternate Assessment:

- reduced passage length for the ELA reading passages
- pictures and other graphics to help students understand what they read (or what is being read to them)
- models for students to use during the ELA and mathematics tests
- common geometric shapes and smaller numbers on the mathematics tests
- the option to have the entire test read aloud

In order to support communication independence to the greatest extent possible, the NCSC alternate assessment is designed to work with different communication modes and systems. Please discuss the specific ways your child participated with your child's teacher.

The scale score and performance level summarizes your child's performance on the academic standards in your state. The performance level descriptors describe the knowledge and skills that children who perform at this level generally demonstrate.

You can find more information and resources for helping your child by talking to your child's teacher or by going to www.ncscpartners.org.



NCSC GUIDE FOR SCORE REPORT INTERPRETATION

National Center and State Collaborative Alternate Assessment Based on Alternate Achievement Standards (NCSC AA-AAS)



National Center and State Collaborative

NCSC AA-AAS 2015 Guide for Score Report Interpretation

Contents

Introduction to the NCSC AA-AAS

Purpose	1
Student Participation	2
Overview of NCSC Development	3
Overview of the NCSC AA-AAS Format	5
Scoring	8

NCSC AA-AAS Score Reporting

Overview	9
Performance Levels	10
Interpreting and Using the NCSC AA-AAS Scores	12
Types of Score Reports	13
Special Reporting Codes and Messages	14
Testing Participation Requirements by Content Area	16

Reports for the District

District Summary Report	17
Student Results CSV	18

Reports for the School

School Summary Report	19
School Roster Report	20
Student Results File CSV	21
Individual Student Report	22

Appendices

A. Individual Student Report	23
B. Descriptions of Performance Levels	26
C. Writing Scoring Rubrics	41
D. Parent Overview of NCSC Assessment	49

This document can be downloaded from the Alternate Assessment TC page:
<http://www.azed.gov/assessment/testcoordinators/>

NCSC LETTER TO TEST ADMINISTRATORS REGARDING WRITING PROMPT

TO: Administrators, Alternate Assessment Test Coordinators and Test Administrators

FROM: **Audra Ahumada**, Director of Alternate Assessment

DATE: October 13, 2015

Understanding NCSC Writing Feedback for Students

The writing portion of the NCSC English Language Arts (ELA) test required students to create a response to a writing prompt with built-in supports as well as to answer multiple-choice questions.

Students responded to both the writing prompt and the multiple-choice questions in a variety of ways based on their mode of communication (e.g., eye gaze, responding with an Augmentative and Alternative Communication Device, pointing to pictures).

This year, the responses to the writing prompt were not included in the overall ELA score. Only the responses to the multiple-choice writing questions were included in each student's ELA score.

The information in this report is intended to provide feedback on the student's performance to guide instructional decisions and to identify areas where the student may need additional support to improve writing skills.

In future administrations of the test, student responses to the writing prompt will be scored and will be included in the overall ELA score.

Three writing traits were measured in the writing prompt:

- Organization (Trait 1) - The structure and order of a piece of writing.
- Idea Development (Trait 2) - The details and information used to convey meaning to the reader.
- Conventions (Trait 3) - The mechanics of writing including the use of punctuation, and grammar and usage.

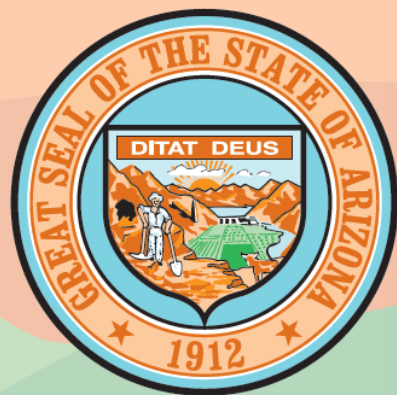
Your district/school Test Coordinator will be receiving the "Student Roster Report" describing student results on the writing prompt. You may use the writing rubric to inform your teaching.

The key to for the reports and grade level rubrics are included on the next several pages.

This document can be
downloaded from the Alternate
Assessment TC page:
[http://www.azed.gov/assessment
/testcoordinators/](http://www.azed.gov/assessment/testcoordinators/)

NCSC PARENT OVERVIEW OF ASSESSMENT SYSTEM

This Booklet was also sent to all LEAs with the Student Reports



National Center and State Collaborative

Parent Overview of the NCSC Assessment System Grade 3

ELA Sample Instructional Activities (text complexity increases)

3rd Grade

- Reading new words using foundational skills (e.g., phonics, sight words, and word relationships)
- Learning new words and their meaning from 3rd grade stories or informational texts
- Finding the important ideas, details, and answers to questions by reading or listening to stories or informational texts
- Learning the meaning of illustrations and the purpose of text features (e.g., heading)
- Learning that his/her point of view may be different from the author's point of view
- Sharing ideas and information by producing opinion pieces, informational pieces, and stories using words that show order
- Communicating with classmates in discussions

4th Grade Preview

- Reading new multi-paragraph stories or informational texts using foundational skills (e.g., phonics, sight words, and word relationships)
- Learning new words and their meaning from 4th grade stories or informational texts
- Finding details and answers to questions by reading or listening to stories or informational texts
- Comparing and contrasting two different events or topics
- Comparing and contrasting two different events or topics
- Using text features (e.g., headings, photographs) to help find information
- Sharing ideas and information by producing opinion pieces, informational pieces, and stories using precise transitional words
- Communicating with classmates in discussions



College, Career, and Community Skills

- **Reading and writing** is important to understand books, gather and learn new information, make notes, share thoughts and stories, compare information, read schedules, etc.
- **Mathematics** is important to understand numbers, solve problems, schedule, arrange transportation, manage money, etc.
- **Communication skills** are important to advocate for self, participate in social and educational conversations, express wants and needs, access information, make requests, shop, prepare a meal, etc.
- **Age appropriate social skills** are important to build knowledge and shared experiences with peers in school, the community, and work.
- **Independence and teamwork** are important to build problem-solving skills, understand and follow directions, complete a new task, work with others, and use provided supports.
- **Skills to access support systems** are important to academic instruction, collaborative work with peers, developing independence, requesting assistance, and using appropriate tools (e.g., calculator) to complete a task.

Academic Instruction

Changes in our culture, our technology, and our work are happening at a fast pace. There are recognized college, career, and community skills that prepare our children for the world they will live in as adults. This preparation requires instruction that is individualized to meet your child's unique needs, focused on skills to communicate, read, write, use mathematics, and develop work skills.

Instructional Supports

Teachers have many tools and techniques to teach academic content. Teachers will provide the supports identified in your child's IEP. This should help your child learn the content and improve his or her knowledge, skills, and abilities as well as demonstrate them on the test.

The principles of Universal Design for Learning (UDL) provide flexible approaches for curriculum and are used throughout the NCSC Assessment System to provide support and accommodations as needed for all children, including your child. Teachers can use these same strategies to support your child in learning. For example, in reading, your child may listen to the story read by someone else and answer questions using a communication system. In mathematics, your child might use counters to help solve problems and follow steps that are provided for calculations instead of having to memorize the steps. Supports will be important as your child is introduced to new content.

Additional examples of supports include providing:

*information presented in different ways (e.g., with pictures, manipulatives, and simplified text),

*access to learning materials in different ways (e.g., listening to a story while using a screen reader or a version enhanced with textures, providing word or picture choices),

*different ways to show what your child has learned (e.g., answering using a switch activated recording, presenting using technology, eye-gaze to select words or pictures to write a story), and

This Booklet can be downloaded from the Alternate Assessment TC page soon and will be translated into Spanish only.